Kerboodle Translations ,etc.

1.1 A: Los cambios en la familia

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| 2a Lee este texto sobre la situación de las mujeres españolas durante la dictadura franquista. Busca un sinónimo para cada palabra en el texto. |

Reading and vocabulary activity. Students read the text on the role of women in the era of Franco’s dictatorship and the *Guía de la buena esposa*, and then match the words listed 1‒8 with synonyms in the text.

Before students read this text you might wish to point out that it is serious, this is what it was really like during the dictatorship!

Answers

|  |  |
| --- | --- |
| 1 | esposas |
| 2 | subordinándose |
| 3 | sumisión, docilidad |
| 4 | las tareas (de la casa/del hogar) |
| 5 | conseguido |
| 6 | revocadas |
| 7 | el fallecimiento |
| 8 | imprescindible |

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| 2b Traduce las siguientes frases al español. |

Translation activity. Using information they have read in the text for 2a and the vocabulary it provides, students translate the sentences 1‒5 into Spanish. They may need to revise the form of the imperfect tense using the grammar box on page 11. Sentence 5 also contains the pluperfect/past perfect which students should have covered at GCSE and may need to revise.

Suggested answers

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| --- | --- |
| 1 | Después de la Guerra las solteras tenían que aprender cómo ser buenas esposas. |
| 2 | El gobierno consideraba también que las mujeres debían ser patriotas y buenas cristianas. |
| 3 | El manual les explicaba cómo debían comportarse las esposas. |
| 4 | Antes de la guerra las mujeres podían votar pero después perdieron ese derecho. |
| 5 | La población del país había disminuido porque muchas personas habían muerto en la guerra civil. |
| 2c Busca ejemplos del imperfecto en el texto. Para cada uno, analiza por qué ese tiempo ha sido utilizado. | | | |

Grammar activity. Students identify instances of the imperfect tense in the text and explain why the tense has been used in each case.

Answers

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| --- | --- | --- |
| vivían, era, tenían, se esperaba, se explicaban, debían | all used because they refer to how things were/used to be over a period of time in the past |  |
| habían | used as the auxiliary in the pluperfect *habían conseguido* |  |

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| 2d Escribe un resumen de unas 70 palabras sobre la situación de las mujeres españolas durante la dictadura franquista. |

Writing activity. Students write a summary of about 70 words on the role of women in Spain under the Franco dictatorship.

Impress on students the need to keep to the word limit set.

They should include:

the dates of the dictatorship (which began in 1939, after the Civil War, and continued until the death of Franco in 1975)

the general perception at that time that women were inferior to men in all respects, including intellectual ability

the inculcation of the importance of being good citizens, Christians and wives

the content and intention of *La Guía.*

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| 3 Completa el texto con la forma adecuada del imperfecto de los verbos entre paréntesis. Luego traduce ambos párrafos al inglés. |

Grammar activity. Students supply the correct form of the imperfect tense to fill the gaps in the two paragraphs and then translate both paragraphs into English.

Answers

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| --- | --- |
| 1 | eran, solían, pasaban, gustaba, leían, iban, escogían, interesaban |
| 2 | disfrutaban, tenían, querían, apetecía, podía, consideraba |

Suggested translations

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| --- | --- |
| 1 | When my grandparents were younger, they did not spend much time watching television, but they used to work for hours in the garden and they also liked to read a lot. For example, they read the newspaper every day and every week they would go to the library and chose a variety of novels that interested them. |
| 2 | Under Franco’s dictatorship, Spanish women did not enjoy much freedom and they had to do what their fathers wanted, and, once they were married, what their husbands wanted. For example, if a woman was invited to go out alone, she could not go [literally, she could not do it] without her husband’s permission. At that time, people generally thought that women were inferior to men. |

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| 4 Escucha a los tres jóvenes españoles dar sus opiniones sobre la importancia de la familia. Contesta las preguntas. |

Listening activity. Students listen to the recording of three young Spaniards giving their opinions of family life and answer the questions.

*[The notes given for this first listening activity are fuller than elsewhere in the Teacher Notes. They give some indication how the material might be managed or developed.]*

Students should listen to the recording; then they should look at the questions and try to answer them. Before they turn to the transcript, suggest they look at the questions again and listen a second time to the audio file to see if they are now able to answer. Weaker students may need to follow the audio file along with the transcript on Kerboodle, but this practice can distract from using the ear rather than the eye.

A transcription of the recording can be found on Kerboodle associated with Unit 1.1.

Encourage students to improve their aural skills by listening to Spanish radio or watching Spanish films.

Answers

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| --- | --- |
| 1 a | Es lo mejor y lo más valioso que puede tener alguien. |
| b | Querer a alguien y que te quieran es maravilloso. |
| 2 a | grupo |
| b | (any 3 of) porque la familia te escucha, te apoya, protege, te da cariño, te alimenta, viste y educa. |
| 3 a | se aprende a compartir |
| b | crecemos, hacemos, aprendemos |

1.1 B: Los cambios en la familia

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| 2a Escucha el reportaje sobre la libertad de las mujeres y contesta estas preguntas en español. |

Listening activity. Students listen to the recording on women’s liberation and answer questions 1‒6 in Spanish.

A transcript of the audio file can be found on Kerboodle associated with Unit 1.1.

Answers

|  |  |
| --- | --- |
| 1 | por qué Franco murió en aquel año |
| 2 | en 1978 |
| 3 | no podían trabajar, tener propiedad o viajar |
| 4 | Hoy en día pueden trabajar lo que les permite independencia económica. |
| 5 | dos tercios de las madres |
| 6 | Se crean relaciones beneficiosas entre los jóvenes y los abuelos. |

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| 2b Escucha otra vez y completa las frases con las palabras adecuadas del reportaje. |

Listening activity. Students listen again to the recording and complete the sentences 1‒3 with words from the report. The students should read through the sentences first so that they are listening out for the words they require. If necessary, students may refer to the transcript on Kerboodle for 1.1, but the emphasis of the activity is listening and identifying words in context.

Answers

|  |  |
| --- | --- |
| 1 | marital, propiedad, disfruten, faltaba, |
| 2 | libertad, estabilidad, alcanzable |
| 3 | ventajas, beneficiosas, sus abuelos |
| 3a Lee el texto y empareja cada frase con su definición. | | |

Reading and vocabulary activity. Students read the article on youth emancipation (leaving the parental home/flying the nest). After reading the text, students test their understanding and build vocabulary by matching each phrase (1‒12) from the text with its definition (a‒l).

**Answers**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 e | 2 g | 3 b | 4 f | 5 a | 6 j | 7 l | 8 c | 9 k | 10 h | 11 i | 12 d |

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| 3b Traduce estas frases al español. |

Translation activity. Students translate the sentences 1‒4 into Spanish. The content is based on the article at 3a, where they will find vocabulary to help them. Their work on 3a should also some provide alternative expressions.

Suggested answers

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| --- | --- |
| 1 | La mayoría de los jóvenes españoles no se marchan de la casa de sus padres hasta que tienen 25 años o más. |
| 2 | Hay varias razones para este retraso como por ejemplo la alta tasa de desempleo juvenil y el coste de alquilar un piso. |
| 3 | Cuanto más tardan en emanciparse, más tardan en tener hijos. / Al tardar más en emanciparse, tardan en tener hijos. |
| 4 | Si los jóvenes viven con sus padres demasiado tiempo encuentran difícil (el) asumir la responsabilidad de ser (un) adulto. |

1.2 A: Actitudes hacia el matrimonio y el divorcio

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| 2a Escucha lo que dicen unos españoles sobre la convivencia. Anota sus opiniones y decide quiénes están a favor, y quiénes están en contra, y quiénes ven ambos lados del asunto. |

Listening activity. Students listen to the recording about cohabitation and make note of each speaker’s opinions. Are they for / against/ or can they see both sides of the argument?

A transcript of the audio file can be found on Kerboodle associated with Unit 1.2.

**Answers**

|  |  |
| --- | --- |
| Ana | a favor |
| Bea | ambos lados |
| Daniel | a favor |
| Carlos | a favor |
| Esteban | ambos lados |
| Francisca | en contra |
| Luisa | ambos lados |
| Isabel | en contra |
| 3a Lee el texto y busca palabras o frases que tengan el mismo significado. | | |

Reading and vocabulary activity. Students read the text *¿Por qué casarse? Susana da su opinión* and find words or phrases that mean the same as those listed 1‒10.

**Answers**

|  |  |
| --- | --- |
| 1 | al poco tiempo |
| 2 | el precio de la vivienda |
| 3 | un año escaso |
| 4 | dar el paso |
| 5 | de ahora en adelante |
| 6 | para soñar |
| 7 | ejercer |
| 8 | anticuados |
| 9 | enfrentarse |
| 10 | los gastos |

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| 3b Traduce las siguientes frases al español. |

Translation activity. Students translate sentences 1‒4 into Spanish. They will find vocabulary and phrases to help them in the text for 3a. Remind them that there is also a vocabulary list for the spread on page 26 of the Student Book.

Suggested answers

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| --- | --- |
| 1 | Susana y Miguel pasaron seis meses conviviendo antes de casarse. |
| 2 | Sus padres no querían que se casasen tan pronto. |
| 3 | En agosto ciento veinte amigos y parientes asistieron a la boda que se celebró en una iglesia preciosa en el campo. |
| 4 | Susana y Miguel saben que en el futuro la vida no será siempre un camino de rosas pero tratarán de enfrentarse a las dificultades juntos. |

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| 3c Escribe un resumen de unas 70 palabras de los párrafos segundo y tercero del texto. |

Writing activity. Students write a short summary (70 words) of the last two paragraphs of the text given for 3a. Following the outline they could say:

Susana and Michael decided to marry because they were very much in love and wanted to start a family.

Their parents would not help them arrange the wedding because the couple had been going out together for scarcely a year.

Since the wedding they have felt more united.

They know that they will have to solve their differences in an atmosphere of respect and face difficulties with a united front.

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| 4b Traduce al inglés estas palabras y frases. |

Translation activity. Students translate into English the words and phrases from the text listed 1‒4.

Answers

|  |  |
| --- | --- |
| 1 | majority support |
| 2 | both parties |
| 3 | imprisoned |
| 4 | the entry into law/coming into force |

1.2 B: Actitudes hacia el matrimonio y el divorcio

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| --- |
| 2 Escucha este informe sobre la proporción de bebés nacidos fuera del matrimonio y decide si las frases siguientes son Verdaderas (V), Falsas (F) o No mencionadas (N). |

Listening activity. Students listen to the report on the number of children born outside of marriage and decide whether the statements 1‒8 are true (V), false (F) or not mentioned (N). Some students may be able to complete the task immediately after listening to the audio file. Others may need to listen again after they have studied the statements.

A transcript of the audio file can be found on Kerboodle associated with spread 1.2.

**Answers**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 V | 2 N | 3 F | 4 F | 5 V | 6 V | 7 N | 8 N |

|  |
| --- |
| 3a Antes de leer el siguiente texto, empareja estas palabras del texto con sus sinónimos y tradúcelas al inglés. |

Reading and vocabulary activity. Students prepare to read the text about divorce by matching words from the text (1‒6) with synonyms listed (a‒f) and translate them into English.

Answers

1 b to revoke

2 d after

3 f feasible, possible

4 c violation

5 e figures

6 a to increase, to shoot up

|  |
| --- |
| 3b Lee y traduce el texto al inglés. |

Reading and translation activity. Students read the text about divorce in Spain today, and then translate it into English.

Suggested answer

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| --- |
| In 1981, 45 years after the first divorce law in Spain was revoked, the government again allowed marriages to end provided that it was clear that, after a substantial period of separation, reconciliation was not feasible, and after the effective cessation of cohabitation of the parties or the serious or repeated violation of marital duties were shown. In 2005 the controversial ‘Quick Divorce’ law came in and figures shot up by 42% in comparison with the previous period. |
| In Spain there are two types of divorce, one which proceeds by the mutual agreement of both spouses and the other which is lodged unilaterally (contentious). |

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| 4a Este fragmento de *Así es la vida, Carlota*, de Gemma Lienas, una novela para adolescentes, cuenta el momento en que Carlota aprende que sus padres van a separarse. Léelo y luego busca las frases o palabras que tengo el mismo significado. |

Reading and vocabulary activity. Students read the text from the novel by Gemma Lienas *Así esl la vida, Carlota*, describing the moment Carlota learns that her parents intend to separate. Then they look within the text for the words or phrases that have the same meaning as the English expressions listed (1‒7).

Answers

|  |  |
| --- | --- |
| 1 | se dio la vuelta |
| 2 | los ojos hinchados |
| 3 | a piel de gallina |
| 4 | un encendedor |
| 5 | observé de reojo |
| 6 | sin ambarges/al grano |
| 7 | estupefacta |

1.3 A: La influencia de la Iglesia Católica

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| --- |
| 2a Lee el texto. Luego empareja estas palabras del texto con sus sinónimos. |

Reading and vocabulary activity. Students read the text *Un poco de historia* about Spain’s religious history and then they match the words from the text 1–9 with their synonyms a–i. There is a ‘Vocabulary’ box to help with overall comprehension of the text.

Answers

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 c | 2 e | 3 a | 4 h | 5 g | 6 b | 7 i | 8 d | 9 f |

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| 2b Contesta estas preguntas en frases completas. |

Reading activity. Students answer the questions relating to the text, using complete sentences rather than short phrases or single words. This could also be an oral group exercise.

Encourage students to express their view in complete sentences in speaking as well as writing. This will be important in assessment of their oral skills, especially when they are asked their own opinion on topics as in question 6.

Suggested answers

|  |  |
| --- | --- |
| 1 | Perduró unos setecientos años. |
| 2 | Porque quisieron restablecer la religión católica como la única verdadera fe. |
| 3 | Students’ own answers |

|  |
| --- |
| 2c Traduce las siguientes frases al español. |

Translation activity. Students translate sentences 1–5 into Spanish.

Suggested answers

|  |  |
| --- | --- |
| 1 | En el sur de España hay muchos edificios famosos que fueron construidos por los moros. |
| 2 | Antes de la invasión en el siglo ocho, España se componía de varios reinos. |
| 3 | Después de setecientos años, los Reyes Católicos, Fernando e Isabel, reconquistaron Al-Ándalus. |
| 4 | Desde la Reconquista España ha sido un país católico. |
| 5 | La herencia de los moros sigue siendo/es todavía importante en España. |

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| 4 Escucha este informe sobre el papel de los españoles en la conversión al cristianismo en el nuevo mundo. Luego contesta las preguntas. |

Listening activity. Students listen to the recording on the role Spain played in converting the New World to Christianity and answer questions 1 to 4. A transcript of the audio file is available on Kerboodle associated with Unit 1.3. Question 2 requires students to supply words heard on the audio file to complete the text. Students are listening for detail. Questions 1, 3 and 4 test their understanding, including listening for numbers in spoken Spanish.

Answers

|  |  |
| --- | --- |
| 1 | partes de América Central y Sudamérica y también partes de lo que conocemos como EEUU, por ejemplo, California. |
| 2 | a la mente, rascacielos, orígenes, estrellas de cine, puñado, costas |
| 3 a | convertir a los nativos al catolicismo |
| b | con el Papa |
| 4 a | construyeron misiones |
| b | como salvajes |
| c | al número de indios convertidos al abrir la última misión |

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| --- |
| 5 ¿Cómo ha cambiado la iglesia? Haz un resumen de los cambios en la influencia de la iglesia de 70 palabras. |

Writing activity. Students write a short summary on how the role of the church has changed. They should cover the historical role of the church in Spain and in the Americas and changes up to the 20th century.

This might include some of the following points, but they are only allowed 70 words for this exercise so the answer will have to be concise.

From the time of the Reconquest by the Catholic Monarchs (1492) until the end of Franco’s dictatorship (1975) Spain was a Catholic country.

During the 15th and 16th centuries one of the objectives of the Conquistadores was to convert the indigenous population of the Americas to Christianity and even today Roman Catholic Christianity is the predominant faith in South America.

Right up to the nineteenth century conversion to Christianity continued in Spanish colonies and in California the Franciscan friars from Spain founded missions to educate and convert the indigenous population.

In Spain after the Civil War and the Transition to democracy, the number of adherents to the Catholic church began to fall. This fall in numbers of practising Christians is common in many countries since the middle of the twentieth century.

1.3 B: La influencia de la Iglesia Católica

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| 2a Lee este artículo. Luego empareja estas palabras del texto con sus sinónimos. |

Reading and vocabulary activity. Students read the article on the increasing disaffection of the Spanish with the church in recent years. Then they match the words from the article1–8 with the synonyms a–h.

Answers

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 f | 2 d | 3 e | 4 a | 5 h | 6 b | 7 c | 8 g |

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| --- |
| 2b Contesta las siguientes preguntas. |

Reading activity. Students answer questions 1–7 in Spanish. They should answer using full sentences, using their own words.

Suggested answers

|  |  |
| --- | --- |
| 1 | La desafección de los españoles hacia la religión se ha acelerado. |
| 2 | España dejará de ser un país católico. |
| 3 | Durante la dictadura el catolicismo fue obligatorio y ahora es más relajado. |
| 4 | Las iglesias se vaciaron. |
| 5 | El 90% de la población se consideraba católico. |
| 6 | Fue más notable entre los jóvenes. |
| 7 | El porcentaje ha caído del 82 a 52 por ciento – una caída de 30%. |
| 3a Escucha los motivos por los que los jóvenes dejan la iglesia y anota seis razones. | | |

Listening activity. Students listen to the recording on why young people are leaving the church. They note six reasons.

A transcript of the audio file is available on Kerboodle associated with spread 1.3. Students’ answers need to capture the main points.

Suggested answers

|  |  |
| --- | --- |
| 1 | Las iglesias parecen sobreprotectoras. Se demoniza lo que no esté en sintonía con el cristianismo. |
| 2 | Los adolescentes y veinteañeros tienen una experiencia poco profunda de la fe. |
| 3 | Las iglesias se presentan como antagonistas de la ciencia. |
| 4 | Los jóvenes cristianos experimentan que las iglesias tienen un concepto simplista y prejuicioso sobre la sexualidad. |
| 5 | Las iglesias son poco amigas de quienes dudan. |

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| 3b Escucha otra vez y decide si las frases son Verdaderas (V) o Falsas (F). Corrige las frases que sean falsas. |

Listening activity. Students listen to the recording about young people’s attitude to the church and identify whether the sentences 1–8 are true (V) o false (F). They correct the false statements.

**Answers**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 F | 2 V | 3 F | 4 V | 5 F | 6 V | 7 V | 8 F |

Suggested corrections for false statements:

|  |  |
| --- | --- |
| 1 | El estudio aborda un problema que existe en todas las iglesias cristianas. |
| 3 | Los adolescentes tienen una experiencia poco profunda de la fe. |
| 5 | A los jóvenes les parece que la iglesia tiene un concepto simplista y prejuicioso sobre la sexualidad. |
| 8 | Las iglesias están más en sintonía con los jóvenes tradicionales. |
| 4b Traduce el tercer párrafo del texto. | | | |

Translation activity. The students translate the third paragraph of the text at 3a into English.

Suggested answer

Abortion: 55% of young people consider that abortion due to health issues is never wrong and 23% consider it is only wrong under specific circumstances. Only 17% of young people consider that voluntary abortion for health reasons is always wrong. Percentages vary in the case of abortion for financial reasons but even so, 59% of young people accept it in all cases or in the majority of cases, whilst 29% always reject it.